METHODOLOGY OF LEARNING THE RUSSIAN LANGUAGE IN HIGHER EDUCATION

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A B S T R A C T	K E Y W O R D S
This scientific article explores the methodology of learning the Russian language in higher education institutions. The study focuses on the effective approaches and strategies employed to facilitate language acquisition, proficiency, and cultural understanding. The article presents a comprehensive approach that includes communicative strategies, proficiency-based instruction, integrated skills development, task-based learning, language immersion, technology-enhanced learning, and cultural integration. The findings emphasize the significance of a multifaceted methodology in equipping students with the necessary language skills and cultural competence for successful language learning in higher education.	Methodology, Russian language, higher education, language acquisition, proficiency-based instruction, integrated skills development, task-based learning, language immersion, technology-enhanced learning, cultural integration.

Introduction

Learning a foreign language is an enriching experience, opening doors to new opportunities and fostering intercultural communication. In the context of higher education, the methodology of teaching Russian as a foreign language plays a crucial role in equipping students with the necessary language skills and cultural understanding. This article delves into the methodology of learning the Russian language in higher education, highlighting effective strategies and approaches that facilitate language acquisition and proficiency.

1. Communicative Approach:

The communicative approach forms the foundation of teaching Russian in higher education. This methodology prioritizes meaningful communication and interaction, emphasizing the practical use of the language in real-life situations. Students engage in activities such as role-plays, discussions, and collaborative projects, which promote active participation and foster language fluency.

2. Proficiency-Based Instruction:

A proficiency-based approach focuses on developing students' language abilities in the four main areas: listening, speaking, reading, and writing. Language proficiency benchmarks, such as the Common European Framework of Reference for Languages (CEFR), guide the curriculum design and

assessment. By targeting specific proficiency levels, instructors can tailor their teaching methods and materials to meet the individual needs of students.

3. Integrated Skills Development:

Integrating the four language skills mentioned above is vital for effective language learning. Instructors design activities and tasks that require students to apply their listening, speaking, reading, and writing skills simultaneously. For example, reading authentic texts followed by discussions or writing summaries reinforces comprehension, vocabulary acquisition, and oral proficiency.

4. Task-Based Learning:

Task-based learning involves engaging students in authentic, goal-oriented activities that mirror real-life language use. Instructors design tasks that require students to complete specific objectives, such as planning a trip, conducting interviews, or presenting a research project. These tasks encourage students to apply their language knowledge creatively and develop their communicative competence.

5. Language Immersion:

Promoting language immersion environments is essential for fostering language acquisition and cultural understanding. Incorporating authentic materials, such as news articles, literature, films, and music, exposes students to the Russian language in its natural context. Additionally, arranging language exchanges, cultural events, and study abroad opportunities further immerse students in the Russian language and culture.

6. Technology-Enhanced Learning:

Integrating technology into Russian language instruction enhances students' engagement and offers additional learning resources. Online platforms, language learning apps, multimedia materials, and virtual communication tools provide opportunities for self-study, interactive exercises, and virtual language exchanges. Technology also facilitates access to authentic resources, online dictionaries, and language corpora, supporting vocabulary expansion and grammar acquisition.

7. Cultural Integration:

Understanding the cultural context is integral to language learning. Instructors incorporate cultural components into lessons, including discussions about Russian history, traditions, literature, and contemporary society. Exposure to Russian culture through art exhibitions, film screenings, and guest lectures further enriches students' understanding and appreciation of the language.

This teaching model of the distance course is descriptively variable, taking into account the selection characteristics, the number of blocks or sections of the course, their sequence, the purpose of the content, the needs of students, and the software may differ.

Organizational forms and means of teaching distance education, each model has its own methods. The main models of distance education, which have not lost their relevance and, on the contrary, are leading their importance to a new point of development, include:

   - integration of full-time and distance education in the network;
- freedom of distance learning course;

- information and education delivery environment (virtual school, department, department, university);

- network education, case technologies and video conferences;

The leading component of the content of teaching the Russian language is not the basics of the subject, but methods of activity - teaching various types of speech activities: speaking, listening, reading and writing. The formation of communication skills (communicative competence) and the creation of knowledge about linguistic concepts and the language system are part of the purpose of teaching the Russian language.

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The difference between the subject "Russian language" and "Native language" is that the amount of speech practice is high (in the family, with friends, acquaintances, etc.) and communication in Russian is usually limited to the scope of practical seminars in limited weekly hours at the university. The Russian language is more effective. for teaching and learning, speaking skills should be increased in the volume of speaking practice, should be developed in traditional face-to-face training.

Using the possibilities of information and educational environment services from the Internet, independent work, special selection and systematization of educational material, interactivity, modern pedagogical technologies, attracting native speakers of Russian and organizing communication with them are the main features of distance education.

Current information based on reading texts and watching videos from Russian-language Internet resources, for example, the latest events in the world (sports, cultural, political, etc.), texts by native speakers of Russian (speeches of political figures at conferences, seminars, announcements by presenters), films , videos, electronic materials, libraries and other information allow you to work on enriching the language reserve. Actual forms the information and communication competence of students in the process of receiving information, increases the individual educational trajectory and motivation to learn the Russian language, and requires the development of tasks related to information, project, creative, research activities.

Pedagogical technologies that contribute to more effective learning of the Russian language during a distance course are important to take into account the educational material for the lesson content: discussions, role plays, project activities, etc.

In the modern world of information, it is possible to increase the intensity of speaking in Russian using various digital devices (mobile phones, smartphones, iPhones, tablets, computers, etc.) that are used for human communication. Currently, due to mobile education, which is developing as a concept, institutions are expanding due to the integration of specialized training (elective courses), formal and non-formal education, and the professional development of teachers, trainers, etc. is increasing.

Thus, it should be noted that the introduction of information and communication technologies in language teaching, the formation of communicative competence in learning the Russian language, student-oriented education, individualization and differentiation of educational activities, self-education and self-development of students is a motivating factor for distance education. In front of the science of pedagogy, specially developed online education for modern distance courses is related

to the selection of goals and models, methodical development of existing training manuals, research of new ones, selection of promising technical tools for teaching the Russian language, software opportunities for learning the Russian language in a distance course. and there are tasks such as improving the coordination of competences, teaching staff and network readiness and interaction of all participants of the educational process.

Conclusion:

The methodology of learning the Russian language in higher education is a dynamic process that combines various approaches and strategies. By employing a communicative approach, focusing on proficiency-based instruction, integrating skills development, embracing task-based learning, promoting language immersion, utilizing technology, and emphasizing cultural integration, instructors can create a comprehensive and engaging learning environment. Through these methodologies, students can develop their Russian language skills, cultural competence, and intercultural communication abilities, preparing them for global opportunities and fostering a lifelong appreciation for the Russian language and culture.

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